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ABSTRACT

This report explains the Title IX regulations mandating coeducational physical education and describes the resulting successful "new P.E." programs. According to the publication, the "new P.E." is aimed at fulfilling the growth, development, behavior, health-related fitness, and athletic fitness needs of every student. The report touches on the problems of dress standards for coed P.E., liability and safety, and equitable grading. Seven exemplary coeducational programs from around the country are described. (Author/JM)

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Coeducational Physical Education: On the Mark! Ready! And Going Strong!

Title IX Fires the Starting Gun

It has been little more than a year since the compulsory date of July 21, 1978, for high schools' compliance with the guidelines of the Final (1975) Title IX Regulations of 1972. How are the nation's secondary schools doing with federally mandated Coeducational Physical Education?

Most high schools, given three years to make the transition from traditional, sex-segregated PE, were "on the mark" and ready to meet the 1978 deadline. And now they are going strong with vastly improved PE curricula that are totally coeducational as well.

Title IX with Conviction

It is probable that some schools have waffled in their Title IX compliance. Monitoring their progress is the responsibility of state departments of education, a difficult assignment considering the limited number of personnel. Consequently, no one knows exactly how well and how many districts have conformed in spirit, good faith, and according to the letter of the law. But the many which have complied, with conviction, have accomplished the transition smoothly and successfully.

Why Title IX PE Regulations Were Necessary

✓ High school physical education was where uniform and shower inspections, regimented calisthenics, and team sports dominated. Physical education was something to be endured but not enjoyed. Being on the losing team or unable to perform a specific sport intimidated students. Nonwinners were losers who lost self-esteem. As a result, many adults still do not participate in lifetime sports or physical exercise because they do not feel athletic. They may be inhibited for life, in many cases losing the benefit of healthful physical action. Sixty-three percent of American adults, according to a recent poll, felt that what they had learned in PE was not applicable in later life.

✓ In traditional physical education programs, the practice of separating boys and girls contributed to differences by sex in leadership ability, aggression, and abstract thinking. The presence of these traits has been positively linked with success in business and professional endeavors.

✓ Sex stereotypes such as "boys are athletic and strong," "girls are dainty and weak," "it is unladylike to sweat" stemmed from many social causes, but sex-segregated PE was a major contributor to the perpetuation of these myths.

✓ Two social movements in particular precipitated Title IX PE guidelines. One was the effort of women to achieve general equality with men. The other was a nationwide recognition of the importance of lifetime physical fitness for all. Interest in women's sports and their right to participate accelerated. Health clubs, tennis, jogging, organized recreational activities, all grew in popularity with the increase in leisure time. More and more people acknowledged that our sedentary, highly automated society was causing serious breakdowns in the nation's health: back problems, insomnia, chronic fatigue, depression, indigestion, constipation, kidney disorders, headaches, heart attacks, flabbiness, and obesity.

✓ Further, youth began to take a growing interest in the human body. They felt that formal education had overemphasized the development of mind over body. Boys and girls became influential in demanding changes in traditional PE classes. They wanted less regimentation, instruction in skills for lifetime physical fitness and individual and team sports, more time for certain activities and more flexibility in choosing them, elimination of uniforms and required showers.

✓ Physical education professionals and the American Alliance for Health, Physical Education, Recreation, and Dance, (AAHPER&D) were working toward "a new physical education" long before the federal government, through Title IX, was to mandate coed PE. Coed PE probably would have come about eventually. But Title IX hastened the day. It forced changes that might have been postponed for perhaps as long as a generation. Title IX was a tremendous, needed boost for the New PE.

The New PE

The new physical education is a carefully planned sequence of learning experiences, designed to fulfill the growth, development, behavior, health-related fitness, and athletic fitness needs of every student. It encourages each student to --

--develop the skills of movement, the knowledge of how and why one moves, and the ways in which movement may be organized.

--learn to move skillfully and effectively through exercise, games, team and individual sports, dance, and aquatics.

--express culturally approved patterns of personal behavior and interpersonal relationships in and through games, sports, and dance.

--condition the heart, lungs, muscles, and other organic systems of the body to meet daily and emergency demands.

--acquire an appreciation of and a respect for good physical condition, a functional posture, and a sense of personal well being.

--nurture an interest and desire to participate in lifetime recreational sports for fitness and enjoyment.

Title IX Compliance a Staggering Task

The justice of Title IX could not be denied in theory, but to the physical educators who had to put it into practice, the task was almost overwhelming:

--They had been subjected to sex-separated professional preparation, teaching in separate boys and girls PE departments, and were ill-prepared to solve the problems of implementing coed PE.

--Schedule and instructional changes and administrative problems were fraught with insecurities, ignorance, and uncertainty.
--They feared notions of sex differences in physiological capacities of boys and girls, relative learning time, adaptability, bio-mechanical functioning, values, motivation.
--Male and female teachers were not accustomed to working together and were apprehensive about being forced to do so.
--They wondered how they could possibly create equitable grading criteria and testing for both boys and girls.
--They worried about how to modify officially recognized game rules of international sports associations made for small numbers of elite athletes to their large classes of students having diverse skill and ability levels.

Reasons for Success of Best New PE Programs

The following factors are common to schools where the transition to coed PE has been most successfully and smoothly achieved:

- Taking advantage of the three-year transitional period to evaluate existing curricula and physical facilities; preparing the staff with inservice and other Title IX-related professional workshops; revising course objectives and determining schedules of implementation; systematically and tactfully orienting faculty, parents, and students to the need for changes.

- Combining boys' and girls' PE departments under the direction of a single department chair.

- Devising a skills-based, differentiated, individualized grading system with Pass/Fail grades.

- Giving PE credit for intramural or interscholastic sports participation and off-campus physical activities.

- Providing a wide variety of physical fitness and conditioning courses and team and individual sports from which students select the ones that most interest them.

- Developing community support and procuring for students the use of community sports and recreational facilities the school does not have.

"Suitable Attire" for Coed PE

Among the problems of coed PE is a suitable uniform policy. Imposition of different standards of dress for the sexes is a violation of Title IX regulations. The school administration may make a policy on what is appropriate and safe attire for students in PE classes as long as it is applied equally to both sexes. Allowing male students to wear any shorts and a tee shirt while requiring females to wear a blue tee shirt and white shorts is an imposition of different standards. A "unisex" PE uniform is acceptable. Lyons Township High School, LaGrange, Ill., does not require PE uniforms, but "suitability" of "dressing out" is emphasized. The result is that girls have voluntarily procured sports garb previously required and still voluntarily used by boys. In effect, the students themselves have chosen a garb that they and their teachers consider appropriate.

Related to the PE dress problem is a Title IX clarification necessitated by some people's religious convictions. HEW's Office for Civil Rights has stated that students "who demonstrate that their religion prohibits certain coed courses may be excused from them or be offered a single-sex course." In August 1979, Debbie Moody faced a difficult decision: in her coed PE class at Normal (Ill.) Junior High, she had to mix with boys dressed in shorts.

A member of the United Pentecostal Church, she could not be subject to such "immodest" clothing. She refused to attend PE class, and was suspended from school. A federal court judge ruled that Debbie was right, calling forced attendance in PE classes with barelegged boys "a situation the First Amendment cannot tolerate."

Liability, Safety, and Propriety

In body-contact PE activities, a problem of coed PE has been teacher liability in maintaining safety and propriety. A male teacher, for example, might object to teaching wrestling holds to girls. Title IX regulations do not require heterogeneous wrestling. If girls opt for wrestling instruction, they do not have to wrestle with boys or have a male teacher. Teaming a man and a woman to teach in such a situation eliminates the need for either to demonstrate holds to the opposite sex. "Spotting" safety hazards and catching a falling student might also be embarrassing to a student or teacher of the opposite sex. A solution to that problem is teaching the students to assist as spotters for students of the same sex.

Equitable Grading in Coed PE

Another problem area is equitable grading systems that do not impact adversely on members of one sex. Three ways of establishing evaluation standards are being developed by PE educators:

--Using separate standards for evaluating males and females. The trouble here is that research on sex differences tends to measure what is or has been rather than what could or should be. The practice of separate standards if sex differences are psychosocial could result in the perpetuation of sex role stereotypes.
--Using Improvement Scores. This practice is based on the notion that an objective standard of skill performance may be the student's previous performance. The difference between a student's pre- and post-test scores would be the improvement score. To be reliable, however, a statistical technique for converting raw scores to T-scores is necessary.
--Using Mastery-Learning. Criterion-referenced measures are used to evaluate a student's work in achieving predetermined standards. No comparison with other students is made for grading. The practice allows the development of performance standards without regard to sex. Careful development of standards and pre- and post-tests that are reliable, valid, and have appropriate cut-off (mastery) scores must be addressed by the professional physical educators.

Recommended Resources for Principals

An Equal Chance Through Title IX is a 1977, 16 mm, 22 min. color sound film available from AAHPER&D, 1201 16th St., N.W., Washington, D.C. 20036. $275 purchase, or $18 rental.

Title IX Sex Integrated Programs That Work is a 1978 publication available from AAHPER&D. $3.95.

Rules for Coeducational Activities and Sports is a 1977 publication available from AAHPER&D. $2.50. Compiled by The National Intramural Sports Council, National Association for Girls and Women in Sport, and National Association for Sport and Physical Education.

Exempli Gratia

The following descriptions of exemplary coed PE programs are not identified as the most outstanding in the country but as representative of the many that are. Criteria for selecting the following schools were their conviction and success in complying with Title IX; variety of geographic location and school enrollment; and the type of community (urban, suburban, or rural) supporting each school. In each case, the contacts named have indicated willingness to share more information with other schools striving to improve their coed PE curricula.

LYONS TOWNSHIP HIGH SCHOOL, 100 S. Brainard Rd., LaGrange, Ill. 60525
Contact: Jo Mancuso, Chair of the Department of Physical Education and Health

When secondary schools were given three years to comply with the coed PE requirements of the Final Title IX Regulations of 1975, Lyons Township High School, a large suburban school, began its three-year planning. In accordance with the compliance guidelines, the school's Department of Physical Education and Health did a Title IX Self-Evaluation. It then established a timetable for staff preparation, parent orientation, and PE course development so as to implement a totally sex-integrated PE curriculum for the school year 1978-1979.

In 1976, all classes in health education were already coed and staffed by full-time health educators. But for PE classes philosophical statements, program goals and objectives for instructional units, and department supervision existed separately for boys and girls. Inclusive of team and individual sports, combatives, and swimming, 17 activities were offered boys. Team and individual sports, combatives, and gymnastics were offered girls in 15 activities. The only coed classes were in volleyball and ballroom/square dance. Major program differences for boys and girls included a disparity in the length of time for instructional units for each sex.

The major accomplishment in 1976-1977 was the merging of the boys and girls PE departments and integregation of the PE faculty under the direction of a single department chair. The department then achieved the following goals:

- ✓ A Title IX Self-Study was conducted and completed.
- ✓ Staff participated in the district's Steering Committee to deal with Title IX.
- ✓ Staff attended Title IX conferences and conventions.
- ✓ An equitable PE grading plan for all students was developed.
- ✓ Coed courses introduced were swimming for freshmen on an experimental basis, square dance for sophomores, water games for juniors, and swimming, volleyball, and water games for seniors.
- ✓ A freshman and junior coed curriculum was generated for implementation in 1977-1978.

The following year the accomplishments were as follows:

- ✓ Full implementation of coed PE classes for freshmen and juniors was effected.
- ✓ An increased number of coed offerings were made available to sophomores and seniors.
- ✓ Examination of the curriculum as it pertained to Title IX guidelines and student needs continued.

✓ A total coed PE curriculum for all grades was developed for implementation in 1978-1979, including those revisions applicable to both sexes.
✓ Examination and revision of student evaluation methods proceeded.

With the foregoing systematic preparation, it is no wonder that the fully sex-integrated PE program at Lyons is one of the nation's most exemplary models.

Seniors are in PE classes daily and receive a year's credit. Juniors also take PE daily but spend nine weeks in a health course. Freshmen and sophomores are in PE daily, but freshmen have a nine-week health course, and sophomores a 12-week driver's education course during PE time. Freshmen, sophomores, and juniors, consequently, receive an annual 3/4 credit for PE. PE credits toward graduation are in addition to the 18 academic credits required. Those 18 credits do include the 1/4 credit for each health course. Students may not receive PE credit for intramural and interscholastic sports or for out-of-school physical activities. Passing grades and credit for each semester in PE are required for graduation. All failures in PE/Health must be made up by attending and passing an appropriate PE/Health course in summer school.

PE letter grades are calculated on a mastery-learning point basis: Knowledge Test, 25 points; Skill Subjective Test, 25 points; and Class Participation, 25 points. For Class Participation, a student starts with a given unearned 25 points, from which points may be deducted for truancy, unexcused absence, misconduct, unsuitable attire, tardiness, failure to participate, or improper use of equipment.

In addition to Adaptive Physical Education for all grade levels--an individualized PE class for students whose physical impairments or development prohibit them from vigorous operation--the department offers four required coed PE courses and three electives:

- Physical Education I--a core course for freshmen, establishes a foundation in a variety of PE activities. Instruction, practice, and participation are provided in badminton, basketball, conditioning, cycling, dance, fitness, flag football, floor hockey, gymnastics, soccer, softball, speed-away, team handball, tumbling, track, and volleyball.

- Physical Education II--a core course for sophomores, is similar to the freshman course but with a slightly different series of activities: archery, badminton, basketball, flag football, floor hockey, gymnastics, net games, soccer, softball, square dance/disco, team handball, tennis, volleyball, wrestling, and weight training.

- Physical Education III--a selective course for juniors, and
- Physical Education IV--a selective course for seniors, offer a comprehensive series of options, from which students choose eight activity units for the year. In making their choices, students must include at least one swim course, one individual sport, and one team sport. The following selections are available for the 1979-1980 school year:

  Team Sports: basketball, flag football, flickerball, floor hockey, lacrosse, speedball, speed-away, softball, team handball, volleyball, water games.
  Individual Sports: archery, badminton, cross country skiing, fencing, golf, gymnastics, swimming, tennis, wrestling, lifesaving.
  Dance: disco/ballroom, jazz, square/folk.
  General: conditioning/weight training, cycling, jogging, outdoor survival, self-defense, tension control (relaxation), and yoga.

The three elective coed PE courses are--

- Dance Studies I, a first-semester elective for students, grades 9-12, who have a special interest in modern dance.

- Dance Studies II, a second-semester elective for students, grades 9-12, who have a special interest in the history of choreography and in composing choreography.

- Introduction to Sports Medicine, a spring-semester elective for juniors and seniors that provides them the opportunity to learn basic anatomy, physiology, kinesiology, and prevention/treatment techniques relative to athletic injuries, and a background in medical concepts for those contemplating medical or paramedical careers.

Always seeking ways to update the roster of lifetime sports that have become popular in society, Mancuso wishes that racquetball, the fastest growing sport in popularity throughout the nation, could be offered at Lyons. But racquetball courts would take a lot of room within already limited PE facilities, and to have enough courts to accommodate 36 students at a time (average PE class size) would require a building all its own. More hopeful are Mancuso's ambitions to offer PE in conjunction with another academic discipline. Already cooperating in experimentation are the foreign language and fine arts departments with the PE folk dance class; the humanities courses with the PE yoga course; and the home economics department's child development courses with PE leadership and fitness courses. Other possibilities would be an interdisciplinary course with the physics department and PE basic human movement; with the speech and communications department and PE body language; and the guidance/careers department with PE officiating and leadership training.

WAUSAU WEST HIGH SCHOOL, 1200 W. Wausau Ave., Wausau, Wis. 54401
Contacts: Alvin Wheeler, Principal
Lowell Johnson, Physical Education and Health Department Chair

Ten years ago, when Wausau West first opened its doors to students, grades 9-12, its preconceived belief was that physical education should be coeducational, with a selective program of lifetime activities. When Title IX came along, Wausaw was years ahead of its time.

Its innovative coed PE curriculum has been and is a model for schools throughout the country. Director Lowell Johnson, a past president of the Secondary Division of AAHPER&D, is in constant demand as a lively, informative, and enthusiastic speaker and demonstrator at physical education conventions and workshops. He helped to develop the Physical Education Guide of the Wausau school district; the most comprehensive curriculum guide, including course descriptions and sample copies of all PE and health forms, records, and student mastery-learning evaluation sheets, that NASSP received. A copy is available for $5.50 from Director of Curriculum, 407 Grant St., Wausau, Wis. 54401.

Wausau West's coed PE curriculum includes health education as a basic. Physical fitness, lifetime sports, and individualization of instruction to meet personal needs comprise the foundation of the school's health and physical education program. Cardiovascular endurance, muscular strength and endurance, flexibility-agility, and body coordination are the goals of instruction.

Asked to what he attributes the widely recognized success of the school's PE program, Johnson gave the following reasons:

- It has been coeducational from the start. Boys and girls do not "play the role" for each other; they behave with maturity, show respect, and take pride in each other's accomplishments; they are purposeful in achieving lifetime sports skills and good health. "If a girl wants to wrestle, she wrestles."

- It enjoys the unqualified, enthusiastic support of the local community, students, parents, board of education, district superintendent, and the principal, a national spokesman for the program.

- It gets its biggest boost from the school's counseling and guidance staff. As evidence, NASSP received an unsolicited letter from guidance director James A. Leffin, attesting to the enthusiasm of counselors in scheduling students for their choices of PE activities -- no small task in a small rural school that offers 57 separate PE electives.

- For a student body of only 1,850, Johnson considers the annual PE budget of $15,000 "fantastic." "But it's only come from terrific support and the PE department's strong public relations effort."

- It has a teaching staff of specialists, "pros" who are qualified in not one but many areas of PE expertise.

- Its individualized, student-centered program is budgeted so that it provides lots of audiovisual aids, developed by staff and students, including the taping of all required reading and tests so as to give the nonreader or poor reader an equal chance.

- It has a clear statement of philosophy, a student-centered evaluation procedure, a program for developing and maintaining equipment, and flexibility enough to improve continuously its elective offerings.

- It avoids overcrowded coed classes so as to diminish injuries, and it exercises caution in pairing any two students of unequal size in a competitive situation. Caution is as important in matching the 100-pound boy against the 200-pound boy as it is in matching boy against girl.

- PE grading is based on an individual evaluation of each student in terms of apparent ability, determined through a comprehensive system of skills pre- and post-tests. A PASS or FAIL grade is used along with a written evaluation.

- Modular scheduling allows for such off-campus courses as school forest counseling, golf, skating, skiing, and winter games.

Wausau West students are required to wear regulation uniforms and to be on time for class. They have 10 minutes to suit up, and after class they have 10 minutes to shower and change.

The required freshman PE curriculum includes basketball, flag football, field hockey, gymnastics, physical fitness, rhythms, soccer, softball, speedball, track and field, tumbling, volleyball, and wrestling.

Sophomores, juniors, and seniors are required to take additional quarters of elective PE courses plus one semester of health. If students have not achieved swimming proficiency

in middle school (most have), they must take a beginning swim course or equivalent to qualify for high school graduation.

The elective courses offered each quarter of the school year are Adaptive Seminar, Basketball I, Basketball II, First Aid I, First Aid II, CPR, Gunology, Physical Fitness, Physical Fitness Seminar, School Forest Counseling, Slimnastics I, Slimnastics Seminar, Student Instructor, Weight Training, Weight Training Seminar.

The other elective courses and quarters when offered are Archery (1,4), Athletic Training (1,2), Badminton-Table Tennis (3), Broomball (3), Field Hockey (1), Flag Football (1), Floor Exercise I (1), Floor Exercise II (1), Folk and Square Dancing (2), Football Philosophy and Fundamentals (4), Games of Low Organization (2,3), Golf (1,4), Gymnastics I (1,3), Gymnastics II (2), Handball and Racketball (2), Hockey (3), Judo I (1,3), Judo II (2,4), Lifesaving (3), Modern Dancing (3), Officiating (1), Skating (3), Skiing Downhill--six levels (3), Smack I (3), Smack II (4), Soccer I (1,4), Softball (1,4), Speedball I (1), Speedball II (1,4), Beginning Swimming (1,4), Advanced Swimming (2), Tennis I (1,4), Tennis II (1,3,4), Track and Field (4), Trampoline-Tumbling (1,3), Trampoline-Tumbling Seminar (2,3), Volleyball I (2,3), Wrestling I (1), Wrestling II (2), and Winter Games (3) that include cross country skiing, tobogganing, snow sculpturing, orienteering, snowshoeing, outdoor cooking, and survival techniques.

TOPEKA WEST HIGH SCHOOL, 2001 Fairlawn Rd., Topeka, Kan. 66604
Contacts: Mr. Connie W. Skinner, Principal
Jerry Wright, Physical Education Director

"Attitudes have improved considerably since that da five years ago when a boy said to me, 'Gee, Coach, I've never seen a girl sweat before!'" Jerry Wright, innovator of Topeka West's coed PE curriculum is the speaker. He believes that the success of the program for 1,350 students, grades 10-12, is due to the following factors:

- Physical education instructors at Topeka West have high expectations of all students, and the corresponding level of performance is high.
- Compliance with Title IX provisions at the junior high school level has involved boys and girls in coed PE activities at an age when social inhibitions are less a factor and girls are better able to compete with boys because of their edge in maturity. By the time they come to the sophomore year in high school, boys and girls are comfortable in coed PE.
- The advent of women's athletic teams has motivated girls to become more skilled and competitive; men respect female athletes more; and there is a positive carry-over of these attitudes into the PE classes.

In the early years of coed PE at Topeka West social problems had to be overcome: Many students were embarrassed by the presence in class of members of the opposite sex. Some were ill at ease when dressed in gym suits. Students with low skill levels were hesitant to involve themselves in physical activities where they were likely to be outdone by classmates. Boys tended to dominate the action because they were bigger, stronger, faster.

Today, it is obvious at Topeka West that the advantages of coed PE are --

--Students receive the best teacher for an activity since instructors are chosen for their knowledge of the units being taught, not because of their sex.

--A coed program abolishes the stereotypes of masculine and feminine connotations in respect to activities, clothing, behavior, and sex labeling such as "boys wrestle" and "girls dance."
--A more relaxed atmosphere prevails as opposed to the former highly competitive climate of some all-male classes.
--Girls participate better and more vigorously and evidence an increased interest.
--The fact that men learn to respect the athletic abilities of women leads to better support of women's athletic programs.
--Participation with male students helps to alleviate former inferior feelings developed by women with regard to their athletic performance.
--Learning lifetime sports in coed PE classes will enable students to continue them in later life and to have positive physical fitness attitudes and habits.

Students must earn 40 semester credits to graduate, including those transferred from grade 9 in junior high. Of the 28 that must be earned during grades 10-12, two in physical education are among the 21 required subject credits. These two credits are fulfilled by PE I, offered each semester, and PE II, offered spring semester, available to students of all three grade levels. Of the 19 elective credits toward graduation, students may opt for PE III, a choice of six different semester courses for juniors and seniors, and/or PE IV, a choice of four courses for students of all three grade levels who have special PE problems, and an advanced class for Junior Leaders, an advanced year-long class for Senior Leaders, and an advanced semester course in physical fitness, weight and agility training, and strength building.

The most innovative coed PE course is PE I, Concepts, developed by Jerry Wright and published by Fitness Education of Topeka, P.O. Box 4114, Topeka, Kan. 66604. Concepts, for a total cost of $720, or $65 per unit, is a 12-unit, slide-tape, basic teaching tool, designed to instruct and inform students concerning their total fitness needs. The first slide-tape, "Orientation," deals with problems created by a pushbutton society, the need for a new physical education, the HOW and WHAT and WHY of physical activity and exercise, the common mistakes humans make in living, and what they need to know about physical fitness.

The other slide-tape units are "Physical Fitness," "Benefits of Exercise," "Heart Structure and Circulation," "Cardiovascular Disease and Risk Factors," "Muscular Strength and Endurance," "Nutrition and Diet," "Posture," "Stress, Tension and Relaxation," and "How To Plan an Exercise Program." The required student workbook is $3.50.

PE II, a natural follow-up to Concepts, is a required spring semester course for which students may choose from among four selective combinations: (1) aerobics, tennis, archery, volleyball, badminton, soccer, weight training; (2) aerobics, tennis, archery, fencing, volleyball, weight training; (3) aerobics, softball, archery, volleyball, badminton, basketball, weight training; or (4) aerobics, golf, softball, racquetball, basketball, badminton, weight training.

9 CALOOSA MIDDLE SCHOOL, 610 South Del Prado Pky., Cape Coral, Fla. 33904
Contact: Ronald N. Byrd, Principal

Student enrollment at Caloosa Middle School is 1,170 in grades 6-8, with more than 900 involved in an elective coed PE program, the purpose of which is the physical development of all students regardless of sex or physical handicap. Skills oriented, the courses encourage improvement in individual and team sports. The school does not operate intra- or extramural sports. The PE emphasis is on classes that take place during the school day.

The school has had coed PE for five years. It began for one grade level with another being added each year over a period of three years. During this process the program was continuously evaluated, with student feedback included. The reaction from students and parents has varied from apathetic to positive with very little negative. Teachers, however, are

not completely convinced that the PE curriculum is better since becoming coed. The advantages, however, appear to be that teachers get to know and work with all students and that competitive female students now are more challenged. The disadvantage seems to be that male students are less competitive when female students are involved in an activity.

In sixth grade, coed PE is divided into six six-week periods: (1) orientation, coordination skills, team dodgeball, bowling, four-square relays, dodgeball games, team pushback, long and short jump ropes, hopscotch, obstacle course, paddles and balls; (2) and (3) volleyball, soccer, basketball, softball, skills and leadup games, drills; (4) scoliosis testing, flag football, kickball, stickball; (5) lower level games, track and field; (6) physical fitness testing, team competitions.

In seventh grade, two instructors, male and female, conduct bowling, recreational games, flag football, kickball, stickball, basketball, speedball, scoliosis testing, paddle tennis, archery, softball, volleyball, track and field, physical fitness testing, and team competitions.

The eighth-grade curriculum is entirely elective except during the fourth nine-week period, when students have track and field, physical fitness testing, and team competition. For the other nine-week periods students sign up for their choices of three activities. Four teachers offer three subjects, one taking an extra class for the most requested activity.

NILE C. KINNICK HIGH SCHOOL, Box 95, FPO Seattle, Wash. 98762
Contact: Douglas M. Spaulding, Principal

This school is an Air Force, Department of Defense dependents school. All its PE classes are coed. Activities include team sports at the seventh and eighth grades, and lifetime sports at the ninth through twelfth grades or ability levels. Because all classes are open to both boys and girls, two classes are scheduled concurrently so that a male and a female teacher can team-teach and supervise locker/shower rooms. Teachers, students, and parents have accepted coed PE well and have made a smooth transition. Advantages are that coed PE is less expensive and more flexible in scheduling than previous sex-segregated classes, the equality of all students is recognized, and skill-centered PE classes are possible. The only disadvantage is that classes can no longer provide training groups for varsity sports.

HARMONY HIGH SCHOOL, Harmony, Minn. 55939
Contact: S. L. Houdek, Principal

At this small rural high school for grades 7-12, coed PE is an elective course for juniors and seniors. Minnesota requires only four years (grades 7-10) of PE in a six-year high school, and in many such other schools no PE is offered upper classes. Harmony High, however, has offered junior and senior coed PE for many years as a twice-a-week class. During the first semester a male teacher conducts the variety of lifetime physical activities from which students may choose. During the second semester a female teacher takes over. The teachers take this class in lieu of a study hall supervision. There are 14 activity options.

Twenty-one selective PE unit choices are offered students in grades 7-10, for three periods a week. Ten of the choices are coed. Two, for boys only, are wrestling and physical fitness; two, exclusively for girls, are modern dance, and yoga and wrestling appreciation; and seven separate but equal courses for boys and girls are speedball, soccer, flag football, floor hockey, weight training, basketball, and badminton.

ST. PIUS X REGIONAL HIGH SCHOOL, P.O. Box 397, Piscataway, N.J. 08854
Contacts: Rev. George M. Brembos, Principal
Josephine Polhemus, Physical Education Department Chair

Six hundred boys and girls are enrolled in this independent school, which switched from a traditional to a coed PE elective, ungraded, contract curriculum in September 1975. At the beginning of each semester, students schedule themselves into three days of PE per cycle. They have a choice of 10 courses per semester and take more than one at a time; for example, two days of tumbling and one of tennis. The courses are varied and correlate student interest with the talents of the two female and two male teachers. The curriculum includes:

--Team Sports: soccer, volleyball, basketball, softball, flag football
--Individual/Dual Sports: badminton, tennis, gymnastics, tumbling, bowling
--Rhythmic Activities: jazz dance, popular dance
--Physical Fitness: slimnastics, run-for-fun, weight training.

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